



TPR Lesson Demonstration

One-Hour Lesson in Spanish

[10 min]

- **NEW (12 items):** rise, walk, don't, dance, slowly, quickly, romantically, normally, like, boy, girl, and
- **Materials:** All colored clip art. X for negatives.
- **Narration form:** "La clase . . ."

List 1

FIRST PASS	SECOND PASS	THIRD PASS
Se levanta	Camina normalmente	Camina
Se sienta	Camina rápido	No camina
Se levanta	Camina románticamente	Se sienta despacio
Camina	No camina	Se levanta normalmente
No camina	Baila como John Travolta (JT)	Baila como Michael Jackson (MJ)
Se sienta	Baila rápido como JT	No baila
Se levanta, camina	No baila	Baila despacio como MJ
Camina despacio	Se sienta, se levanta	No baila

After 3 passes, go to students and touch each – first 1 girl, then 1 boy:

List 2

"LA CHICA" . . .	"EL CHICO" . . .	"LA CHICA Y EL CHICO" . . .
FIRST PASS		
Camina normalmente Se sienta Se levanta rápido	Se levanta rápido Se sienta normalmente	Se levantan Bailan No bailan
SECOND PASS		
	Camina como Frankenstein	
THIRD PASS		
No camina como Frankenstein— ¡es ridículo! Camina románticamente como Angelina Jolie		Caminan normalmente

[Model "APLAUSOS"]

[1 min]

- Divide class and repeat *List 1* but change verbs when you speak them where needed for plural

[2 min]

- “Please point to the picture I describe.” Hold up pictures and after class points, raise the correct one to verify correctness. [“¡Excelente! La clase le da aplausos – thank you, please have a seat.”]

[5 min]

- Request 4 volunteers - “Please hold these pictures at your chest and raise your when I describe it, then lower.” Always add one which is not there for fun. When no one responds say “¡Excelente! Good job – I couldn’t trick you”
- Request an additional 4 volunteers

[2 min]

- NEW (4 items): head, nose, hand, touch
- Materials: Colored clip art for head, nose, hand.

List 3

FIRST PASS (repeat until no hesitation)	SECOND PASS	THIRD PASS [1 MIN] [1 min] (divide the class – “¡Excelente!” when finished)
Toca la cabeza Toca la nariz Toca la mano Levanta la mano	Toca la cabeza despacio Toca la nariz rápido No toca la nariz rápido	Toca la cabeza Toca la nariz Toca la mano Levanta la mano Toca la cabeza despacio Toca la nariz rápido No toca la nariz rápido

[5 min]

- Whole group - Start adding Lists 1-2 to List 3

List 4

FIRST PASS	SECOND PASS (do not model)	THIRD PASS
La clase se levanta Camina y toca la cabeza Baila y toca la nariz Se sienta y toca la mano Se levanta y levanta la mano Camina y toca la nariz Se sienta y levanta la mano	Camina No camina Se sienta Se levanta Levanta la mano Toca la nariz Levanta la mano NOVEL: Levanta la nariz (“¡Excelente!”)	-Toca la mano -La mano toca la cabeza -La mano toca la nariz -NOVEL: La mano toca la mano rápido (“¡Excelente!”)

¡Excelente! Divide –redo II and #2

[26 minutes for parts I and II]

[Part II pictures that need drawings done on clip art:] hand dances. head and nose walk. Boy lifts hand. Girl lifts nose. Boy touches head. Girls touches nose. Hand walks. Head doesn't walk. Hand raises the nose. Girl raises the boy.

[15 min]

- Show funny pictures from group #2 and give verbal choices / 5 people up in front/ 5 more/describe easy pictures from group #1 on board and class shows response through raising fingers/then when it's clear they have it, describe and they shout out number of what you're describing

[10 min]

- **Tappette** of easiest ones on board. Divide by counting 1,2. Two lines. Pairs up front. Give about 3-4 chances to each pair. No running. No scoring.

[5 min]

- **Assessment** - These are ESL teachers so there is no common language among their students to do written assessments with. Assessment will be Describe pictures, they write numbers – correct together. Explain 80% rule.

56 minutes – [4 minutes -] Handouts



Assessment

TPR Demonstration

1. Miguel Jackson camina despacio a Las Vegas.
2. La mano y la nariz bailan la cha-cha románticamente.
3. Lady Gaga levanta las manos rápidamente.
4. Big Bird se levanta y toca la cabeza.
5. El chico no camina como Frankenstein.
6. La chica baila y levanta la nariz.

Listen to the Spanish and write
the number of the sentence you hear :

1. _____
2. _____
3. _____
4. _____
5. _____

Listen to the English and write
the number of the sentence you hear:

1. _____
2. _____
3. _____
4. _____
5. _____

Teachers: One extra sentence is given above on purpose so that answers don't come from simply process of elimination. If students are literate and the new language has the same alphabet as the native language, there is **direct transfer** of most vocabulary from auditory fluency to reading skills. The use of **the absurd** illustrates how the mind is capable of **remixing** old vocabulary to understand sentences with completely new meanings (*a sign of fluency*), even though the meanings are absurd. You'll notice in the demo that people's bodies will begin to do the absurd narration correctly, but their rational minds will make them hesitate; they don't believe what they've heard. The use of **games** provides the safe trial and error context so necessary to grow dendrites, increasing the velocity at which the ear is capable of understanding the new language (*another sign of fluency*). Inserting things like plurals, adjectives, and cognates can serve as contextual clues to prime or **pre-teach new grammar**, providing a familiar aid for the future when new information needs a reference point to which it can run back and attach itself. Inserting **famous people and students** from the class is fun, helps grab attention, and makes this small assessment a pleasant learning experience. **Short, daily assessments** give the brain the quick feedback it wants and an opportunity for **pop-up grammar** lessons in context. This satisfies left hemisphere curiosity as is unconsciously compares L1 with L2 and confirms correctness (*another sign of fluency*) or need to change/adapt, a basic survival skill of the brain.